



FY 21 Safe Routes to School Request for Applications

Guidelines and Instructions

Applications due November 4, 2020



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OVERVIEW

This manual has been designed with the intention of being the only document you need to complete your Safe Routes to School application. Links are included to provide you easier access to additional materials that may assist you in completing your application. The most commonly requested materials, including examples, are included at the end of this document. **This manual is for all infrastructure and non infrastructure grant applications.** Please read each section carefully and look for information that pertains to the type of grant in which you are applying. Every attempt has been made to call out specific information if it differs between grant types.

Application URL

<https://cotrams.force.com/srtscommunity>

*For the smoothest user experience we recommend using **Google Chrome** for your browser.*

Assistance

E-mail: Melissa.houghton@state.co.us or call 720.307.6704

Visit our Website <https://www.codot.gov/programs/bikeped/safe-routes/grantapplication>

Application Due Date

4 PM, Wednesday, November 4, 2020

Purpose of Funding

The goal of the Colorado Safe Routes to School Grant Funding is to get more children walking and biking to and from school.

Background

Fifty years ago, walking and biking to school were commonplace – in 1969, roughly half of all 5 to 18 year olds either walked or biked to school. Times changed, and by 2001, nearly 90% of our youth were driven to school either by bus or by individual car. This change in transportation mode has added to traffic congestion, a reduction in air quality and the deterioration of our children's health. While distance to school and safety are the most commonly reported barriers to walking and bicycling, private vehicles still account for half of school trips for children living within 1/2 mile from school—a distance easily covered on foot or bike.

Colorado Safe Routes to School (CSRTS) was established in 2004 in anticipation of Federal legislation that was passed in 2005. The purpose was

- to enable and encourage children, including those with disabilities, to walk and bicycle to school;
- to make walking and bicycling to school safe and more appealing; and
- to facilitate the planning, development and implementation of projects that will improve safety, and reduce traffic, fuel consumption, and air pollution in the vicinity of schools.

In Colorado today, about 17% of Colorado K-8 students are walking and bicycling to and from school with rates of 20% to 30% or higher in schools with active SRTS programs.

The Colorado Department of Transportation manages the Colorado SRTS (CSRTS) program which was established by state statute in 2004.¹ In 2015, the Colorado Department of Transportation (CDOT) Transportation Commission approved the continuation of the SRTS program by committing to fund the program.

A sentinel aspect of the CDOT SRTS Program is awarding grants to partners throughout the state who share the same vision and mission of the SRTS for youth in their community.

Keys to Success

In 2017, the Colorado Safe Routes to School program presented a Five-Year Strategic Plan, which referenced the traditional “Five E’s” (Education, Engineering, Encouragement, Enforcement and Evaluation).² In subsequent years, the CSRTS grant instructions and guidelines included a sixth E: Equity. Equity is an important consideration when designing your SRTS program. Equity involves expanding opportunities for everyone – especially those whose obstacles are greatest.³

In June 2020, the National Safe Routes Partnership dropped Enforcement from the framework, replacing it with Engagement.⁴ The Colorado Safe Routes to School program is committed to revisiting the E’s presented in its Strategic Plan to reflect the value of equity and engagement in SRTS projects across Colorado and consider how enforcement is related to CSRTS. At this time, we encourage all applicants to consider project components holistically. This can include drawing from the “Es” now a part of the National Safe Routes Partnership framework (education, encouragement, engineering, equity, engagement, and evaluation), and, depending upon project circumstances, does not necessarily need to exclude enforcement.

Research reveals that there are four key elements of successful SRTS in getting more students to walk and bicycle. High performing programs are more likely to (1) have strong program leadership within the school, (2) conduct frequent activities that reinforce students to walk and bicycle, (3) have strong support from parent groups, and (4) have policies that support walking and bicycling to/from school.⁵

Eligibility

To apply for a CSRTS grant, **applicants must be a political subdivision of the state.** For a definition of "subdivision of the state", please [click here](#).

Funds are available for Safe Routes to School programs that benefit elementary and middle school **children in Kindergarten through 8th grade**; most typically elementary and middle schools but any

¹ “CRS 43-1-1601.” Colorado Revised Statutes. Retrieved 06/30/2020. <https://codes.findlaw.com/co/title-43-transportation/co-rev-st-sect-43-1-1601.html>

² “Five-Year Strategic Plan: 2017-2022.” Colorado Safe Routes to School Program. Retrieved 06/30/2020. <https://www.codot.gov/programs/bikeped/safe-routes/assets/archives/fiscal-year-2017-documents/csrt-external-strategic-plan-2017-2022>

³ “Achieving Health Equity.” Robert Wood Johnson Foundation. <https://www.rwjf.org/en/library/features/achievinghealth-equity.html>. Retrieved 6/28/2018

⁴ “Dropping Enforcement from the Safe Routes to School 6 E’s Framework.” Safe Routes Partnership. Retrieved 06/30/2020. <https://www.saferoutespartnership.org/blog/dropping-enforcement-safe-routes-school-6-e%E2%80%99s-framework>

⁵ To read the complete study, go to www.saferoutesinfo.org/program-tools/comparative_analysis_program_outcomes

school that has students in K-8 grades is also eligible. Projects must be within a 2-miles radius of the identified school(s).

Grant Awards

There are two types of awards for FY 2021, infrastructure grants and non infrastructure grants. Each of these have a separate funding maximum and minimum. In total, the CSRTS program has **approximately \$7M** to award to successful applicants.

- **Infrastructure (INF) Grants:** The minimum grant award is \$100,000 and a maximum of \$750,000 of SRTS Funding per project.
- **Non Infrastructure (NIF) Grants:** The minimum grant award is \$5000. There is no maximum award for this type of project.

Applicants may apply for more than one project grant, but each project with a different scope requires a completed and separate application. For example, if an applicant wanted to develop a crosswalk at one school and a sidewalk improvement at another school, the applicant would need to submit two separate applications.

However, multiple projects may be incorporated into one single scope and application. For example, several improvements may be required around one school area, such as a sidewalk improvement, crosswalk, and the installation of bike racks. Such a scenario would be considered one scope with multiple projects within it.

Successful projects have been selected from across the state from urban, suburban, and rural communities. The [map](#) on the CSRTS website highlights the schools that have been part of a funded CSRTS project.

Projects are selected by a nine-member (CSRTS) Advisory Committee through a statewide competitive process. This volunteer advisory committee represents bicyclists, pedestrians, parents, teachers, law enforcement, and rural and urban transportation planning organizations. The CSRTS Advisory Committee reserves the right to limit the number of awards to any one grantee. Because funding is limited, the committee also has the option to remove items that are not directly associated with this program.

Applications will not be considered eligible if they do not meet the minimum dollar amount or exceed the maximum dollar amount.

Grant Guidelines

- **Federal funds are used to fund SRTS projects.** Applicants should be aware of federal and state requirements associated with funding and be willing and able to administer their projects within these parameters.
- **INFRASTRUCTURE GRANTS ONLY: All infrastructure grant applicants must contact the CDOT Resident Engineer and/or Local Agency Coordinator** in their region to discuss the project. To allow adequate time for review of your project scope and budget, submit your project for review at least 2 weeks prior to the application due date.

- **Any documents received after the application has been submitted** will not be added to the application.
- **Your application will be disqualified** if a statement about Right of Way is not provided in Section 2.
- The use of SRTS funds is **not permitted for projects that reorganize pick-up and drop-off areas** primarily for the convenience of drivers rather than to improve child safety and/or walking and bicycling access. Additionally, improvements to bus stops are not eligible for this funding.
- **Please note that applicants requesting funding for infrastructure projects are also required to include an educational component in their project.** This can be an existing program, an enhanced program or a new program that highlights the specific infrastructure. The amount to include in your budget for the educational component is \$3,500. The educational component in an infrastructure project is included in this application and does not require a separate application.
- **Federal regulations (2CFR200, also known as the Uniform Guidance)**, which went into effect in 2015, require completion of risk assessments of each awarded entity covering financial management, staff qualifications, experience in handling federal awards, and others. Since CSRTS projects will include federal funds, the awarded entity will be required to complete an assessment prior to receiving an IGA (Intergovernmental Agreement).
- **All projects require reporting of your evaluation efforts.** Generally this means conducting pre and post surveys, (i.e., student in-classroom travel tally and parent survey), providing progress reports, and a final accomplishment report.
- Facilities must be designed to reasonably meet the needs of persons with disabilities. In so doing, the participant must comply with all applicable provisions of the Americans with Disabilities Act.

Funding

Applicants are encouraged to be as cost-effective as possible in order for us to stretch funds to more communities and reach more students.

- Applicants for SRTS program funds **must provide 20% of the total project costs in matching funds.** Your 20% match is beyond the SRTS funding request. Your total project budget will reflect your SRTS request (80% of total project) and your 20% cash match.
- The SRTS program is a **cost reimbursement** program.
- **Indirect costs will not be reimbursed.**
- **Contingencies are not allowed.** Any cost overruns are the responsibility of the grantee.
Projects that have **not shown major progress** toward completion within 2 years may be designated as inactive and any remaining unencumbered funds may be revoked and returned to the program. Any work performed by the applicant prior to receiving written authorization to proceed is not eligible for reimbursement. If the project is not submitting timely billings they will be added to the FHWA inactive list and any remaining unencumbered funds may be revoked and returned to the SRTS program.

- Progress reports will be required at appropriate intervals of your project and a final accomplishment report is due at the project's completion. Dates of reports will be determined based on the timeline of your project.
- If selected, applicants will be required to enter into a contract with CDOT. This application will become part of your contract scope. Grant payments will be made as reimbursements for project expenses after expenses have been incurred.
- All projects in this grant cycle must be completed and closed out by the FHWA end date set at the time of contracting.
- **Final payment will be held until CDOT's CSRTS program manager receives the final accomplishment report.**

Timeline

The review schedule is listed here to provide transparency about the selection process. **Please keep in mind that this is a guideline and may be subject to change.** Any significant changes to this timeline will be communicated with all applicants.

Noon Monday, August 10, 2020	Application URL https://cotrams.force.com/srtscommunity
11 AM Wednesday, August 26, 2020	Google Meet Session – How to prepare your CSRTS application. https://meet.google.com/utt-trkr-von Session will be recorded and posted to CDOT SRTS Website incase you are unable to attend the live session.
4 PM Wednesday, November 4, 2020	Applications Due <i>Late or Incomplete Applications will not be accepted</i>
November 5 – 12, 2020	CSRTS Team Technical Review
Mid November 2020	Applications distributed to Advisory Committee for Review and Selection
Mid January 2021	Advisory Committee meets to select projects

Mid-February/Late March 2021	Projects recommended to Transportation Commission for approval
Mid-February/Late March 2021	Applicants notified
April 2021	FY21 CSRTS Mandatory Grantee Orientation Training
Summer 2021	Contracts completed between CDOT and Grant Recipients
Summer 2023	Estimated Deadline for Project Completion

INFRASTRUCTURE GRANTS ONLY: Project Implementation

There are three phases involved in project implementation: 1) the project development / preliminary design / engineering phase; 2) the project construction / completion phase; and 3) the education and encouragement phase (miscellaneous). After a CSRTS project is approved for funding and incorporated into the Statewide Transportation Improvement Plan (STIP), the CDOT Region and the local agency initiate a detailed sequence of events to complete the project. CDOT's main objective is to assist project applicants in successfully completing their project with minimal administrative oversight, while ensuring they satisfy all federal and state requirements. **Please refer to the [CDOT Local Agency Manual](#) and contact your CDOT Region Planner (see [Addendum A](#)) for detailed information on this process.**

INFRASTRUCTURE GRANTS ONLY: Local Agency Manual

SRTS infrastructure projects will be managed by the CDOT region in which the project lies. The CDOT Local Agency Manual (revised July 2020) will be used by the grantee and the Region. The main purpose of the CDOT Local Agency Manual is to assist Local Agency personnel involved in the design, construction, and management of State and Federally funded projects. The Manual is also used by CDOT personnel who manage Local Agency projects.

All projects must be in compliance with the National Environmental Policy Act (NEPA). In many cases, a simple Categorical Exclusion may be filed. Categorical Exclusions are "a category of actions which do not individually or cumulatively have a significant effect on the human environment . . . and for which, therefore, neither an environmental assessment nor an environmental impact statement is required". However, to ensure applicants have time to provide appropriate documentation if necessary, applicants may have up to 90 days following a grant award to submit documents (categorical exclusions) to CDOT.

If the NEPA documents are not received by the 90-day deadline, the project may be cancelled. [Resource D](#) provides a list of questions to help you determine if your project will require more than a Categorical Exclusion. It also contains a link to information on the CDOT Categorical Exclusion Chapter of the NEPA

Manual. Please keep in mind this is only a partial tool and compliance is the responsibility of the applicant.

Applicants are also responsible for any and all local permitting relevant to their project. Applicants should work with their appropriate partners to determine necessary permits.

Applicants **must** have Right of Way clearance for all property involved with this project in order to receive a grant.

GRANT APPLICATION MATERIALS

This section of this manual is designed to support you as you move through the application found online. Each section of the application is designed to help us learn as much as possible about your project and your proposed solutions.

Application Snapshot

Applicant Information - Provide applicant contact information; Provide information about your school

Section 1: Project Identification - Identify the problem you are addressing; attachments required pertaining to data collection; See *Required Data* section below for additional information

Section 2: Project Description - Provide your approach to the project (*Note: If applying for an infrastructure project, you will need to complete a total of three sections within Section 2.*)

Section 3: Action Plan and Evaluation - Describe the steps you will take; the application process will guide you through your goals, objectives and evaluation

Section 4: Project Partners - Share who will be working on the project

Section 5: Budget Proposal - Describe associated project expenses

Section 6: Previous SRTS Grants - List previous projects

Section 7: Subcontractors - List subcontractors and roles for project

Section 8: Submission of application

Required Data - Advanced Preparation Is Suggested

- In the **Applicant Information Section** you will be asked to complete information about your school district as well as the individual schools you are including in the application. This includes the Free and Reduced Lunch Rate at each school. Additional time may be needed to complete this section so please plan accordingly. *Please note that school districts and schools are preloaded into the application. If for some reason your school district or school(s) does not appear please contact us through the email at the beginning of this document.*
- Student travel tally and parent surveys are required as part of the application. You are required to complete this requirement of the grant through the National Center for Safe Routes to School. They provide an online, mobile-friendly data entry option or you can enter the form responses yourself. The forms are still available for downloading at www.saferoutesdata.org. More information is also available, along with FAQs, on this website. You may choose to have staff and/or volunteers collect data on travel mode as students arrive and depart school over two days of one week. You must demonstrate a 25% participation rate with these surveys. Please see the National Reporting System for more information.
**Note: Previous grantees have reported broader success with tallies by using printed copies instead of using the online surveying system. Please know that if you plan to print copies of this survey you will be required to enter this information into the evaluation system by hand.*
- **New this year, we are offering additional flexibility with your evaluation indicators.** Should your project demonstrate a more suitable metric for demonstrating your project goals rather than the parent and student tallies detailed above, please provide a comprehensive explanation as to why you are using this indicator and the data collection you have completed to serve as your pre project evaluation. You will be required to complete a post project evaluation using this same method. Please know that if you plan to submit a new evaluation indicator this will be *closely reviewed* by the advisory committee. Please make sure that this new indicator is evidenced based with strong supporting data. Lastly, please remember that the **goal for this**

grant is to increase walking and biking to school so please consider this when selecting your evaluation method.

- You must either choose to use the student travel tally and parent surveys OR a proposed metric applicable to your project. Any projects submitted without an evaluation indicator will be disqualified.

Login Page Checklist

- ✓ Login to the CDOT-SRTS Community (portal) to enter, submit and access application
<https://cotrams.force.com/srtscommunity>
- ✓ Click the "Sign Up" link to register. After registering and in future years, you will just log in with username and password.
- ✓ **Record** Your Username and Password Here for Future Reference:
 - Username: _____
 - Password: _____
- ✓ Enter your Contact Details including Name, Email, Phone, Title and Organization.
- ✓ Organization - enter in key word of Organization, i.e., Name of town or City
 - If the Organization matches the name of an Organization that is already in the database it will be presented to you for selection
- ✓ You will receive an email with a link to change their password along with password setting instructions. After setting your password the Applicant will be logged into the portal.
- ✓ From the Home Page, click the New Application button and select whether you are applying for a Non Infrastructure grant or an Infrastructure grant.
- ✓ Navigate through the sections of the form and complete all required fields, records and attachments using this document for support.
*Note: Once you log in you may see a list of any applications in progress as well as any previous applications from your agency (starting with 2018 applications). These will be pre-populated into Section 6.

General Tips To Consider While Completing Your Application

- You can open submitted Applications, edit In Progress Applications or start a new Application.
- You will not be able to edit Submitted, Funded, Non Funded or Disqualified Applications.
- When an Application has been created you have the ability to Save the Application or Save & Exit the Application and return at a later time, or to PDF print.
- **Save often!**
- Required fields are indicated with a red asterisk. You will not be able to submit your application if any of these fields are blank.
- Missing documentation will be noted in orange on the left hand side of your application progress.
- Sections contain character limits and are indicated accordingly. *Please note that if you are getting an error message on a section it may be because you have exceeded that character limit.*
- Uploading documents takes place by selecting the paperclip icon.
 - When the paperclip icon has been selected, you will be presented with a pop-up window to select files for upload.
 - Select the choose file button, then upload to attach the file. When the file is uploaded, it will be listed in the Current Attachments section.
 - If attachments were accidentally attached, you will have the ability to delete attachments.

- Once you have completed uploading the attachment you will select Close or X to return to editing the Application.
- *Please note that you will only be able to see one attachment in each section on the main screen even if you have uploaded more than one attachment. To double check that all the attachments that you intend to provide are uploaded, you may click on the edit button at which time you will be able to see the attachments.*

APPLICATION OVERVIEW

Applicant Information

Overview: Provide your project title, project summary, contact information as well as information about your district and schools. You will also need to add information pertaining to the your evaluation indicators. Most applicants will use the Student and Parents Tally sheets and Surveys to complete the requested sections. However, if you are proposing to use a different evaluation metric, you will be asked to check a box indicating this choice. You will then provide your complete evaluation plan as Attachment A in Section 1. Regardless of your plans for evaluation, you MUST enter your Free and Reduced Lunch numbers.

Section 1: Problem Identification

Overview: Identify the problem you are addressing. You will also be required to provide attachments pertaining to data collection.

Infrastructure Application - 15 points plus up to 1 point for optional extra credit		Non Infrastructure Application – 20 Points plus up to 1 point for optional extra credit	
Application Question	Additional Context	Application Question	Additional Context
A. (1500 Character Limit) In the area within a two-mile radius around your school(s), what are the physical risks and/or barriers (physical or perceived) that are preventing students, including children with disabilities, from walking and/or bicycling to and from school? How is walking and bicycling currently perceived in the school(s) culture and the culture of the surrounding community? Include information from parent surveys, student	<p>Provide relevant data that demonstrates your described problem. This may include, but is not limited to, relevant crash and crime statistics, speed limits, traffic counts, roadway geometry, speed limits, bullying, and environmental factors.</p> <p>If you selecting an alternative evaluation plan, please provide data that correlates to your plan.</p> <p>Please also consider how you are looking at your barriers for all</p>	A. (1500 Character Limit) Describe the current problems or issues which need to be resolved to get more children walking and biking to school. Highlight information specific to the local area and target population from parent surveys, student travel tallies, audits, relevant crash statistics, traffic counts, speed studies, crime statistics, or other safety issues that help describe barriers or challenges to children walking or biking.	Provide information that details why your proposed plan will be effective in supporting and encouraging more children to walk and bike to school. This may include, but is not limited to, parent and student feedback on perceived impediments, such as not having a place to store bikes, as well as data supporting the impact of public awareness campaigns and education, volunteer trainings, and encouragement programs.

travel tallies, and/or audits that help describe barriers or risks to children walking and biking.	children including those with disabilities.		Please consider ways you will make your programming accessible to all children, including those with disabilities.
B. (1500 Character Limit) For the two-mile radius around your school(s), provide data to demonstrate safety issues that have an influence on children walking and/or bicycling to and from school. Make sure to explain how this data relates to the problems. This data may include, but is not limited to, relevant crash statistics, traffic counts, speed limits, environmental factors, crime statistics (abductions, sexual assaults, bullying, roadway geometry (curves, sight distances, etc.).	Describe what the problem is. This entails the risks and barriers, either physical or perceived, that are preventing students, including children with disabilities, from walking and/or bicycling to and from school(s) within a 2-mile radius.	<p>B. Provide data that substantiates the identified problem.</p> <p>Option One (Recommended) – Use the National Center for Safe Routes to School Parent Survey and Student Travel Tally to collect required data. This information must have been collected within one year of this application. A return rate of 25% or more of school families is expected for the parent surveys. For student tallies either one classroom at each grade level or 25% of students arriving and departing school on two days of one week is expected.</p> <p>Option Two –New this year we are offering additional flexibility with your evaluation indicators. Should your project demonstrate a more suitable metric for demonstrating your project goals please provide a detailed explanation as to why you are using this indicator and the data collection you have</p>	<p>Provide data from parent Surveys and Student Travel Tallies. If not using parent surveys and student travel tallies, please describe your evaluation indicator, rationale for using this indicator (including any evidence based recommendations) and share your baseline (pre project) data.</p> <p><u>Please remember that if you propose an alternative solution for evaluation that your application will undergo additional scrutiny by the review committee.</u></p>

		<p>completed to serve as your pre project evaluation. You will be required to complete a post project evaluation using this same method. Please know that if you plan to submit a new evaluation indicator this will be closely reviewed by the advisory committee. Please make sure that this new indicator is evidenced based with strong supporting data. Lastly, please remember that the overall arching goal for this grant is to increase walking and biking to school so please consider this when selecting your evaluation method.</p>	
<p>C. Provide data that substantiates the identified problem.</p> <p>Option One (Recommended) – Use the National Center for Safe Routes to School Parent Survey and Student Travel Tally to collect required data. This information must have been collected within one year of this application. A return rate of 25% or more of school families is expected for the</p>	<p>Provide data from parent Surveys and Student Travel Tallies. If not using parent surveys and student travel tallies, please describe your evaluation indicator, rationale for using this indicator (including any evidence based recommendations) and share your baseline (pre project) data.</p> <p><u>Please remember that if you propose an alternative solution for evaluation that your</u></p>		

<p>parent surveys. For student tallies either one classroom at each grade level or 25% of students arriving and departing school on two days of one week is expected.</p> <p>Option Two –New this year we are offering additional flexibility with your evaluation indicators. Should your project demonstrate a more suitable metric for demonstrating your project goals please provide a detailed explanation as to why you are using this indicator and the data collection you have completed to serve as your pre project evaluation. You will be required to complete a post project evaluation using this same method. Please know that if you plan to submit a new evaluation indicator this will be closely reviewed by the advisory committee. Please make sure that this new indicator is evidenced based with strong supporting data. Lastly, please remember that the overall arching goal for this grant is to increase walking and biking to school so please consider this when</p>	<p><u>application will undergo additional scrutiny by the review committee.</u></p>		
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selecting your evaluation method.			
Scoring Criteria			
<p>Problem is clearly described in sufficient detail to provide an understanding of the problem. It includes physical and perceived obstacles and risks to children, including children with disabilities; Background information supports the problem with accident data, traffic counts, community and school surveys or audits, etc. Requested information for each school is complete. If selecting alternative evaluation plan, data is complete and evidenced based strategies are included and explained. Project incorporates both bicyclists and pedestrians. Attachments are provided with requested information and are easy and clear to understand.</p> <p>Extra Credit (1 points): School district wellness policy contains language which supports students walking and biking to and from school AND page number in policy is provided.</p>			

OPTIONAL EXTRA CREDIT Extra credit (1 point) is earned by providing information regarding your school wellness policy that encourages walking and bicycling to and from school.

Indicate if your community has a Complete Steets Policy or Resolution. If you do not know, please select no.

Attachments A – D

ALL APPLICATIONS

- SRTS Student Tally & Parent Surveys Reports: You can view or download data collection forms through the National Center for Safe Routes to School Data Collection System at saferoutesdata.org **OR** an Alternative Evaluation Data and Plan
- Map of School(s) with 1- and 2-mile radius (One Map per School Only, please)
- Photos of existing conditions (Limit 3 Photos)

Section 2: Project Description

Overview: Provide your approach to the project, the components associated with your project and how you plan to address the required educational component of this grant.

Infrastructure Application – 35 Points		Non Infrastructure Application - 20 Points	
Application Question	Additional Context	Application Question	Additional Context
A. (1500 Character Limit) Describe the specific approach you will take to address the problem you identified in Section 1 – Problem Identification.	Explain the specific approach you will take to address the problem you described in Section 1.	A. (1500 Character Limit) Describe the specific approach you will take to address the problem you identified in Section 1 – Problem Identification.	Explain the specific approach you will take to address the problem you described in Section 1.

B. Is this a continuation of an on-going SRTS <u>project</u> ? If yes, please describe existing project.	Answer if this is a continuation of an ongoing project or a new initiative; If yes, you will need to describe the existing project.	B. Is this a continuation of an on-going SRTS <u>project</u> ? If yes, please describe existing project.	Answer if this is a continuation of an ongoing project or a new initiative; If yes, you will need to describe the existing project.
C. Check any of the following activities that are currently being offered at the school(s). To select more than one activity hold down the CTRL key as you select values:	Share activities offered at your school (through a drop-down menu).	C. Indicate the components you will incorporate into this project.	Please share the different components of your project. Please review the resources at the end of this document for ideas, if needed. Also, give consideration to all aspects of the work. Do you need staff time, printed materials, etc.? In other words, what do you need to create your greatest chance of success?
D. Does your project include a design phase?	Answer whether or not your project includes a design phase.	D. Provide a signed statement from your project manager starting his or her role and responsibilities including relevant background and qualifications.	Attachment E – Project Manager Statement
E. Is Design included in the budget request?	Answer if design phase is included, please note whether it is part of the budget request.		

Applicants that are completing an infrastructure grant have two additional segments to complete in Section Two. These are titled Components and Education Components. Grantees completing a non-infrastructure grant do not complete these sections and should move onto Section Three.

Section 2: Components - Infrastructure Applicants ONLY

This section requests specific information through checkboxes and pull-down menus about your project. This includes details on any surface treatments you plan to incorporate in your project. Additional information relevant to this section can be found at <https://codot.gov/business/localagency/local-agency-program/local-agency>. Alternatively, you may consider contacting your CDOT resident engineer or local agency coordinator for help completing this section.

You will be asked to:

- F. Indicate the components you will incorporate from the drop down menu.
- G. Describe your projects alignment with other community planning efforts.
- H. State whether the project is on CDOT Right of Way (ROW)? If your project is within CDOT right of way a maintenance agreement will be required for the improvements. If the project is not located on a CDOT Right of Way, maintenance will be the responsibility of the Applicant.
- I. State whether additional Right of Way or permanent easement required for this construction project? (You must have Right of Way and permanent easement prior to IGA. No CSRTS funds can be used for purchase of ROW.)
- J. State whether your project will be designed and constructed to meet ADA, AASHTO, and MUTCD requirements?
- K. Attach a conceptual drawing of the proposed improvements.
- L. Provide a signed statement from your project manager stating his or her role and responsibilities including relevant background and qualifications.

Attachments E - F

- A Conceptual Drawing of the proposed improvement; Conceptual Drawing Maps should include a scale, north arrow, location of the schools, location of the improvements, right of way lines, and a legend.
- Provide a signed statement from your project manager stating his or her role and responsibilities including relevant background and qualifications.

Section 2: Education Component - Infrastructure Applicants ONLY

Provide an overview of the required education/encouragement component of your application.

M. Describe your educational component of your grant. Your infrastructure project must include an education/encouragement component such as Walk and Wheeling Wednesdays or Bike Rodeos. The amount of Safe Routes to School educational expenses available under the infrastructure application is up to \$3,500.

N. Select the events and activities from a drop-down menu that you plan to incorporate into your project. Space is provided to type in other education/encouragement components.

Scoring Criteria
<p>Project components are clearly described in sufficient detail to provide an understanding of how the applicant intends to address their problem. Changes that will occur at the school(s) or district as a result of the project are clearly stated and relate to the project's goals and objectives.</p> <p>INFRASTRUCTURE ONLY: Confirmation that applicant engineer and CDOT Regional Engineer have reviewed the proposed project. Educational component is considerable and complements the infrastructure project and includes a plan to engage parents.</p>

Section 3: Action Plan

Overview: This section of the application is the same for both Infrastructure and Non Infrastructure Applicants and is worth 35 Points. Describe the steps you will take with your project to take it from start to completion. The application process will guide you through your goals, objectives and evaluation.

Questions in this section will serve to provide an action plan with information on your planned activities, deliverables, your expected results or outcomes, estimated timeframe, and responsible staff or agency. You will be asked to describe:

- How you will evaluate the success of the project (1500 Character Limit)
- How you plan on sustaining your efforts once your grant funds are expended (1500 Character Limit)
- How you will share information with your community on the successes of your project (1000 Character Limit)
- How this project will impact the larger community (1000 Character Limit)
- Steps you plan to take to achieve your goals. In this section, you will have the ability to add multiple Project Goals, as well as SMART (Specific, Measurable, Attainable, Realistic, Time-phased) Objectives for each of these goals. To see samples of SMART objectives, visit the Action Plan examples on the Grant Application tab on our CSRTS website.

Please remember to think about this: **Research reveals that there are four key elements of successful SRTS in getting more students to walk and bicycle. High performing programs are more likely to (1) have strong program leadership within the school, (2) conduct frequent activities that reinforce**

students to walk and bicycle, (3) have strong support from parent groups, and (4) have policies that support walking and bicycling to/from school.⁶

The most successful projects are those that have a broad band of support.

Scoring Criteria
Action plan is described clearly and in sufficient detail to provide an understanding of the proposed program. Response clearly indicates that it will address the problems in Section 1 and provide for more children to bike and walk safely to and from school. Project incorporates both bicyclists and pedestrians. The response describes an accurate method for measuring or determining the success of the program – measures are appropriate to the project. At a minimum, a pre-and post-evaluation of the Safe Routes to School student in-class travel tally and parent survey are required, including the collection and reporting. Sustainability plan is included and supports long-term success of SRTS program. On-going data collection is included. Clearly explains plan for reporting/sharing results within school, district, and/or community.

Section 4: Project Partners

Overview: *Please note that while this section is the same for **both Infrastructure and Non Infrastructure Applicants**, this section is **worth different point totals**.* Who else will be working on the project with you? Partners such as other agencies or individuals such as other agencies and individuals help ensure the success of the project by bringing their strengths and encouragement to the project by bringing their strengths and encouragement to the project. Partnerships also help ensure sustainability to the effort of getting more students to bike and walk.

Infrastructure Application – 10 Points	Non Infrastructure Application – 15 Points
Please note that this section is worth 10 points for infrastructure applicants.	Please note that section is worth 15 points for non-infrastructure applicants.

Please consider the following:

- School Principal – letter of commitment required
- Superintendent of district administrator (required if district wide project)
- Letters should indicate awareness and role in project
- Letters of commitment should be on organization's letterhead and signed
- Attach a letter from each principal and partner

Answer a question asking if you have a coalition or task force in your community.

Provide the name of your partners and the specific role they will play in your project. Attach support letters from your partners.

Attachments

- All applicants will be asked to attach support letters to your application.

⁶ To read the complete study, go to www.saferoutesinfo.org/program-tools/comparative_analysis_program_outcomes

Scoring Criteria

Applicant has developed partnerships or collaborations with organizations important to the success of this project, and has clearly identified descriptions and roles of each. School principal from each school is listed as a partner and a letter of support is included. Letters of support from partners indicate their understanding of the project and their roles (partners do not simply “support” project, but are responsible for some aspect of the project).

Section 5: Budget Proposal

Overview: *This section of the application is the **nearly the same for both Infrastructure and Non Infrastructure Applicants** and is worth **10 Points**.* Infrastructure applicants are required to answer two additional questions and are indicated as such below. Describe associated project expenses.

Budget totals will update by selecting SAVE or by moving to another section by selecting NEXT and returning to this section. Once finished, the system will create an overview of your grant amount requests as well as automatically calculate the required match.

Eligibility

When preparing your Budget Proposal, please pay careful attention to the purpose of your expenditures and how they align with SRTS goals. The SRTS program provides funding to facilitate the development and implementation of projects and activities that enable and encourage children to walk or bike to school.

Eligible infrastructure projects include the planning, design, and construction of projects that will improve the built environment for students to walk and bike to school, including but not limited to: new or improved sidewalk; pedestrian improvements; off-street bicycle and pedestrian facilities; on-street separated bicycle facilities; traffic calming and speed reduction improvements; secure bicycle parking facilities; and, traffic diversion improvements in the vicinity of schools.

Eligible non-infrastructure projects include but are not limited to: education, encouragement, engagement, equity, and evaluation activities. Funding is intended to develop and implement plans, programs, policies, and environments that are sustainable past the availability of SRTS funding. Eligible activities to encourage walking and bicycling to school may include development of school travel plans; development and delivery of SRTS-related programs such as walking school buses, bike trains, and crossing guards; public awareness campaigns; safety awareness; student sessions on walking and biking; and funding for coordinators of safe routes to school programs.

The above examples are not intended to be comprehensive. FHWA’s [Safe Transportation for Every Pedestrian \(STEP\) resources](#) offer helpful information on infrastructure countermeasures. Numerous sources of information also provide further guidance on non-infrastructure activities, including the [National Center for Safe Routes to School](#), the [SRTS Guide](#) from the Pedestrian and Bicycle Information Center, and [The Safe Routes to School National Partnership](#). For thorough information on complete considerations for Safe Routes to School programming, please refer to the [Safe Routes to School Program Guidance from the U.S. Department of Transportation Federal Highway Administration](#).

Other things to keep in mind in this section:

- Cost reimbursement program - This means you will submit invoices after you have incurred the expenses.

- 20% cash match (no in-kind)
- No indirects
- No contingencies
- No bike helmets unless part of bike rodeo or fleet
- No bikes unless part of bike rodeo or fleet
- No food or beverages or beverages
- Should connect to what you describe in Section 2
- Explain and justify request
- **The system will calculate Totals but Budget Totals won't populate until you move to another Section or select Next and then return to Section 5. You can also hit the Save button which will force the system to calculate your totals. If you do not take either of these actions the fields will remain empty.**
- You can have an overmatch but we do not need to collect this information and therefore is not requested in this application.
- Carefully consider whether your project could be scalable when answering the following question: Would a smaller amount than requested be acceptable, while maintaining the original intent of the project?

INFRASTRUCTURE ONLY

Check box confirming that the Applicant Engineer completed or consulted on the budget.

Check box confirming that applicant has discussed project with the CDOT Region Local Agency Coordinator or Resident Engineer.

Scoring Criteria
Expenses support the planned activities. All expenses are reasonable and related to program activities. Budget worksheet is accurate and complete. Budget narrative clearly explains and justifies the requested funds.
Infrastructure Only: Applicant owns or has easement for ROW. Costs include all aspects of Federal-Aid funding. Documentation is provided indicating CDOT local agency engineer has been consulted.

Section 6: Previous SRTS Grants

Overview: *This section of the application is the same for **both Infrastructure and Non Infrastructure Applicants. No points are awarded here.*** This section allows the applicants and grant reviewers a look at all previous projects funded within your school district. This section will prepopulate projects associated with the school district identified. As this grant reporting system is new, all projects may not be in the system so you will be given an opportunity to list previous projects and will be asked to share the following information:

- Has your target school(s) been included in a CSRTS grant funded project in the last five years?
- Each previously funded (within past five years) project name
- Each funded project type, infrastructure/non infrastructure
- The year you applied for funding
- Amount requested for each project
- Whether your project(s) was completed

Scoring Criteria

While no points are awarded to this section, the advisory committee considers your past grant experiences and project achievements as an indicator of future program successes. You are not penalized for not having previous SRTS grants.

Section 7: Subcontractors

Overview: *This section of the application is the same for **both Infrastructure and Non Infrastructure Applicants**. No points are awarded here.* List subcontractors and roles for project

- Will you be using subcontractors?
- If already selected, how were they chosen?
- Have they been involved with previous SRTS grants – yours or others?
- You must follow Federal-Aid guidelines for choosing subcontractors.
- **Once you a subcontractor, another button will appear where you will be asked to “add activity”.** Please follow these instructions by indicating which subcontractor will be involved in the activities as you described in Section 3.

Scoring Criteria

No points are awarded to this section but the advisory committee considers the work of any subcontractors who have successfully implemented SRTS-type projects to be an indicator of program success.

Section 8: Submission

- Once you have completed the Application, you will navigate to Section 8 to submit the Application
- It is important that all sections are completed or you will not be able to submit the Application.
- All sections need to read “Completed” in blue before you can submit.
- By clicking submit, the applicant admits to being authorized to submit this application on behalf of the applicant organization and that all the information contained herein is true and correct to the best of his/her knowledge.

The applicant also confirms understanding the following grant requirements:

- The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
- The grantee will be required to attend a 3-hour training in person (Denver) or via video conferencing.
- This is a reimbursement program. The grantee must pay all costs related to the project and then invoice CDOT for eligible expenses. Invoices must be submitted with proper documentation on a regular basis (monthly, but no less than quarterly) and must include a progress report documenting work completed on the project since the last billing period.
- The grantee understands they are responsible for providing a cash match of 20% of the total project cost, and that CDOT will reimburse 80% of the total expenses on each invoice with proper documentation of expenses.
- The grantee must fund any project cost in excess of the amounts indicated in the included budget (i.e., project cost overruns) at no expense to state/federal funding sources.

- The grantee must not incur costs for any aspect of the project until authorized by CDOT with a formal contract or purchase order and letter to proceed. Otherwise, the grantee risks incurring costs that will not be reimbursed.
- The grantee understands that they must submit the required final accomplishment reports and invoice to CDOT no later than the agreed upon contractual project end date. the agreed upon contractual project end date.
- The grantee agrees to administer the National Center for SRTS Parent Survey and Student Travel Tally or whole school tally (tabulating as children arrive / depart from school) prior to submitting this application and prior to the completion of the project. The survey data must be made available to the CSRTS program for evaluation purposes. The survey and tally reports will be included with the final report submitted by the grantee. If the grantee determines that another evaluation indicator is more appropriate, the grantee agrees to provide a detailed explanation with pre and post project data prior to the completion of this project.
- The grantee agrees they have contacted their CDOT Local Agency Coordinator or Resident Engineer to discuss their project.
- The grantee agrees to complete a subrecipient risk assessment in compliance with 2 CFR 200 prior to receiving a contract/purchase order.
- The funded project will maintain appropriate fiscal and program records and that fiscal audits of this project may be conducted by the grantees as a part of their regular audits.
- When you successfully submit your application you will receive a “Thank you for submitting your form!” message and the “Submit” button will no longer be on the Section 8 page. PLEASE NOTE: You can NOT make any changes to your application once it has been submitted once it’s been submitted.
- You will receive an automated response from **CDOT DTR Business Office** dot_dtr_businessoffice@state.co.us thanking you for submitting your application soon after you hit submission. Please check your junk email folder for this message if it doesn’t appear in your inbox. If, after 30 minutes, you have not received this message, please contact us at the email at the beginning of this document.
- Thank you!

Resource A: Sample Infrastructure Program Descriptions

Safe Routes to School infrastructure projects must be constructed within 2 miles of the elementary or middle school (K-8) identified in your application.

Bicycle Parking Facilities: Items such as bicycle racks, lockers, designated areas with safety lighting and covers such as a bike shelter, etc.

Bicycle and Pedestrian Counters: While not required, applicants are strongly encouraged to add permanent bicycle counting technology within the scope of the project. The counts will not only assist with your pre and post project evaluation; they will support the goals and objectives of CDOT's Statewide Bicycle and Pedestrian Plan (2015). More information about statewide bicycle data collection and available technology can be obtained by calling 303-757-98055.

Installing Signs: Placement of signs to slow traffic and provide awareness for bicyclists and pedestrians. May also include directional signage.

On-Street Bicycle Facilities: Construction of paved shoulders to be used as bike routes. Construction and improvement of on-street bicycle facilities, including bike lanes.

Off-Street Bicycle/Pedestrian Facilities: Trails and pathways that can be used by pedestrians and bicyclists that are separated from the main roadway. Construction of multiple-use bicycle pedestrian trails and pathways.

Pedestrian/Bicycle Crossing Improvements: Includes new or upgraded traffic signals, crosswalks, median refuges, pavement markings, traffic signs, flashing beacons, bicycle-sensitive signal actuation devices, pedestrian activated signal upgrades, etc.

Street Striping: Marking roadways to provide for bike lanes, widened outside lanes, crosswalks, etc.

Sidewalk Improvements: Includes new sidewalks, widened sidewalks, and sidewalk gap closures. Can also include replacement of sidewalks,, although this is of lower priority.

Traffic Calming Devices: Systems and techniques that slow traffic such as speed humps or tables, reducing curb-to-curb lane widths, curb extensions, center islands, etc.

Pick Up and Drop-Off: Projects that reorganize pick-up and drop-off primarily for the convenience of drivers rather than to improve child safety and/or walking and bicycling access is not permitted, nor should Program funds be spent on education programs that are primarily focused on bus safety. Improvements to bus stops are not eligible for this funding.

Resources –

FHWA – Pedestrian Safety Guide and Countermeasure Selection System. Recommended Guidelines/Priorities for Sidewalks and Walkways

http://www.pedbikesafe.org/PEDSAFE/resources_guidelines_sidewalkswalkways.cfm

FHWA – Bicycle Safety Guide and Countermeasures Selection System. Countermeasures

<http://www.pedbikesafe.org/BIKESAFE/countermeasures.cfm>

More resources are available in [Resource C: Safe Routes to School Project Resources](#)

Resource B: Sample Non-infrastructure Program Descriptions

The following are a few examples of non-infrastructure programs. This is by no means a complete list, but we provide it as a way to stimulate your own ideas for a Safe Routes to School program. For additional information about implementing a Safe Routes to School program, view the [SRTS Guide \(http://guide.saferoutesinfo.org/\)](http://guide.saferoutesinfo.org/).

Bicycle and Pedestrian Core Subject Lesson Plans: Available on the [CDOT website](#) are K-8 bicycle and pedestrian safety and core subject lesson plans that align with the Colorado state standards for education. Recommended by the Colorado Department of Education, these fully-developed lesson plans are easy to integrate into any classroom setting and are proven effective and fun learning materials for students.

Bicycle Rodeo: Usually a bicycle safety clinic featuring bike safety inspections (and, optionally, quick tune-ups), skill assessment, and a safety lecture about the rules of the road. Rodeos include riding on a miniature "chalk street" or obstacle course where young cyclists apply the rules of the road and test their skills. Optional activities include helmet fitting, prizes and drawings, and in some cases commercial activities such as booths set up by bike shops, parent and student education, etc. Find more information on the [CSRTS website](#).

Crossing Guard Program: Utilizing CDOT's free [Crossing Guard Training](#) resources, provide training and coordination of individuals eighteen years of age or older who instruct, direct, and control the members of the student body in crossing the streets and highways at or near the school. Controls traffic when authorized.

Photovoice: Participants (students, parents, teachers, community leaders, etc.) are asked to represent their community or point of view by taking photographs, discussing them together, developing narratives to go with their photos, and taking action to improve conditions. Also see Bicycle or Pedestrian Audit defined above.

Public Awareness Campaign: Promotional activity that encourages bicycling and walking for transportation. This can include any number of tools such as flyers, print and media advertising, social media campaigns, poster contests, special events, etc.

Remote Drop Off: Some students simply live too far from their school to walk or bicycle. Several strategies to reduce traffic congestion at the school and in the adjacent streets are available for parents who must drive their children to school. These strategies include park and walk programs. A park and walk program makes use of an off-site location (such as a nearby church or park) as a parking area for parents who then walk their child to school or join a regularly scheduled walking school bus to complete their journey.

Safety Program: Classes or discussions that teach students and/or parents safety practices relating to bicycling and pedestrian behavior, such as the proper way to cross streets, use sidewalks, avoid darting out from between parked cars, helmet use, bicycle skills, etc. Reinforce messages through e-newsletters, handouts, posting in school bulletin, etc.

Walking School Bus or Bike Train: This is considered an “escort” program. It involves adult volunteers who accompany children to school, stopping at designated locations where children can join the “bus” or “train” at pre-arranged times. This allows children to bike or walk to school without the fear of them traveling alone. These programs can be informal or very structured. The SRTS National Partnership has a toolkit designed to help plan and organize a walking school bus using adult volunteers as leaders (www.saferoutespartnership.org/resources/toolkit/step-step). PedNet, a national consulting firm, (www.pednet.org) provides technical assistance and trainings on establishing walking school bus programs. Equipment and supplies to develop the program are allowable expenses in a CSRTS grant.

Safety of Children and Vision Zero Initiatives: The National Center for SRTS has advanced the idea that SRTS can serve as a foundation for Vision Zero (a movement in cities around the world to eliminate traffic death and serious injuries, making cities safe for all road users). Many believe it is both imperative and smart to prioritize children’s safety when communities are considering and implementing Vision Zero. Starting with children can be an important way to build community support and political will for larger Vision Zero work. If you think this might be useful for your work, see [Focusing on the Safety of Children Can Propel Vision Zero Initiatives](#).

Bicycle Friendly Motorist Trainings – These are in-person or on-line classes that teach motorists how to safely interact with bicyclists. For example, [Bicycle Colorado](#) offers 1.5-hour, interactive courses covering laws for each road user, how to navigate on-street bicycle infrastructure, and how to avoid common crashes between motorists and bicyclists. Classes are available taught from both motorist and bicyclist perspectives.

Resource C: Safe Routes to School Project Resources

The following websites are resources we encourage you to review in developing an exciting and effective program in your school area. You can access them individually, or find them all at the CDOT Safe Routes to School web site <http://www.codot.gov/programs/bikeped/safe-routes>.

Remember, the most successful way to increase bicycling and walking is through a comprehensive approach that considers project elements like: education, encouragement, engineering, evaluation and engagement.

GENERAL RESOURCES

Colorado Safe Routes to School – <http://www.codot.gov/programs/bikeped/safe-routes>

This website contains information about Colorado Safe Routes to School with links to the resources contained here. Information on past grant recipients, current applications, and bicycle and pedestrian curriculum are all available. Past issues of The Spin e-newsletter of the Colorado SRTS State Network can also be found here.

National Center for Safe Routes to School – <http://www.saferoutesinfo.org/>

The National Center serves as the information clearinghouse for the federal Safe Routes to School program. The organization also provides technical support and resources and coordinates online registration efforts for U.S. Walk to School Day and facilitates worldwide promotion and participation.

National Center for Safe Routes to School – Parent Survey and Student Travel Tally - <http://www.saferoutesdata.org>

The National Center for Safe Routes to School's online tracking system for local schools. This system provides a way for local and regional SRTS champions to enter and view data collected using the standardized Student Travel Tally and Parent Survey questionnaires.

Safe Routes to School National Partnership – <http://www.saferoutespartnership.org>

This provides a network of organizations, government agencies and professional groups working to set goals, share best practices, leverage infrastructure and program funding and advance policy change to help agencies that implement Safe Routes to School programs. They also have a number of resources on SRTS program development.

Walk and Bike to School Day – www.walkbiketoschool.org

The National Center for Safe Routes to School provides registration and resources for Walk to School Day and Bike to School Day events. Walk to School Day is held in October each year and Bike to School Day in May. [Events as Tools for Change](#) describes how communities use Bike to School Day and Walk to School Day to advance community change such as building buy-in for Vision Zero

INFRASTRUCTURE/ENGINEERING PROJECT RESOURCES

As you consider all possible solutions for your safe routes to school barriers, these resources may be very helpful.

Colorado Department of Transportation – Designing Streets for Pedestrians and Bicyclists-
<https://www.codot.gov/programs/bikeped/design-policy.html>

This is a source of information on designing and engineering bicycle and pedestrian facilities. New technologies and a wide variety of design tools are available to guide the development of multimodal facilities that are truly bicycle and pedestrian friendly.

Access Board – www.access-board.gov

The U.S. Access Board is a federal agency that promotes equality for people with disabilities through leadership in accessible design and the development of accessibility guidelines and standards for the built environment, transportation, communication, medical diagnostic equipment, and information technology. New guidelines the Board is developing will cover access to public rights-of-way, including sidewalks, intersections, street crossings, and on-street parking. The Board is also addressing access to shared use paths providing off-road means of transportation and recreation.

American Association of State Highway and Traffic Officials (AASHTO) – <http://www.transportation.org>
AASHTO is a standards setting body which publishes specifications, tests protocols and guidelines which are used in highway design and construction throughout the United States. Despite its name, the association represents not only highways but air, rail, water, and public transportation as well.

- **Guide for the Development of Bicycle Facilities, 4th edition**
- **Guide for the Planning, Design and Operation of Pedestrian Facilities, 1st edition**

CDOT – Local Agency Manual –

https://www.codot.gov/business/designsupport/bulletins_manuals/2006-local-agency-manual

The main purpose of the CDOT Local Agency Manual is to assist local agency personnel involved in the design, construction, and management of State and Federally funded projects. The Manual is also recommended for CDOT personnel who manage Local Agency projects. Additional design and construction project bulletins and manuals can be found on the CDOT website at

https://www.codot.gov/business/designsupport/bulletins_manuals.

CDOT Roadway Design Guide, Chapter 14 Bicycle and Pedestrian Facilities -

<http://www.codot.gov/programs/bikeped/design-policy.html>

This chapter provides detailed design criteria, standards, and guidance for the development of bicycle and pedestrian facilities to meet federal and CDOT standards.

Institute of Transportation Engineers – Traffic Calming – <http://www.ite.org/traffic/>

The Traffic Calming Library contains a searchable database of reports, articles and other documents related to traffic calming.

National Association of City Transportation Officials (NACTO) – <http://nacto.org>

NACTO is a membership organization that offers design guides that may be helpful in designing bikeways.

- **Urban Bikeway Design Guide** - <http://nacto.org/publication/urban-bikeway-design-guide/>
- **Urban Street Design Guide** - <http://nacto.org/publication/urban-street-design-guide/>

The **Moving Ahead for Progress in the 21st Century Act** (MAP-21) authorized the Transportation Alternatives Program (TAP), which replaced the funding from pre-MAP-21 programs including the Transportation Enhancement Activities, Recreational Trails Program, and Safe Routes to School Program (SRTS). TAP provisions and requirements apply to projects using TAP funds.

For information about SRTS under TAP, see:

- Transportation Alternatives Program (TAP) Webpage – www.fhwa.dot.gov/environment/transportation_alternatives/

- Transportation Alternatives Program Guidance – www.fhwa.dot.gov/map21/guidance/guidetap.cfm
- Transportation Alternatives Program Q&A – www.fhwa.dot.gov/map21/qandas/qatap.cfm

DATA, PROGRAM, AND POLICY RESOURCES

There are additional resources on CDOT's Safe Routes to School website that may be helpful as you develop or expand your SRTS program. Find the list at www.codot.gov/programs/bikeped/safe-routes/resources.

Resource D: Permitting and Environmental Assessments

According to the National Environmental Policy Act (NEPA) Categorical Exclusions are "a category of actions which do not individually or cumulatively have a significant effect on the human environment . . . and for which, therefore, neither an environmental assessment nor an environmental impact statement is required". Below are examples of typical projects (not just specific to Safe Routes to School) that generally qualify for a Categorical Exclusion.

1. Traffic signal modifications
2. Pavement markings not affecting the number of through traffic lanes
3. Anti-skid treatments
4. Curb and/or gutter repairs and construction of curb ramps for the handicapped
5. Bridge rehabilitation activities including:
 - Bridge rail replacement and upgrading
 - Bridge deck overlay and waterproofing
 - Expansion joint replacement and upgrading
 - Bearing replacement and upgrading
 - Substantial repairs to deck including partial or full-depth patches
 - Painting of all structural steel for a particular bridge
 - Stringer replacement for a portion of the superstructure
 - Repairs to damaged rails, corroded or damaged structural steel members, deteriorated areas of concrete elements including sidewalks, curbs, water tables, girders, and portions of the substructure above ground or water
6. Lighting and electrical work including:
 - Continuous and tower lighting
 - Tunnel lighting
 - Temporary lighting
 - Bridge lighting
 - Pedestrian lighting
 - Pumping station
 - Highway advisory radio
 - Control systems for changeable lanes
 - Traffic monitoring systems
 - Changeable message signing
7. Erosion control work which may also include slope repair and reconstruction
8. Storm sewer installations to eliminate open ditches runoff storage/retention
9. Impact attenuator and glare screen installations
10. Highway/railroad grade crossing improvements
 - Repair/rehabilitation of crossing proper
 - Rehabilitation of immediate roadway approaches
 - Upgrading of crossing protection
11. The following restoration-type projects
 - Retaining wall restoration
 - Fencing
 - Guardrail replacement and upgrading
 - Substantial pavement and shoulder patching

- Resurfacing
 - Restoration of drainage structures
12. Installation of turning lanes
 13. Junkyard screening
 14. Upgrading safety features
 15. Approval of utility installations along or across a transportation facility, excluding longitudinal installations within the access control lines of Interstate and freeway rights-of-way
 16. Alterations to existing buildings to provide for noise reduction
 17. Emergency repairs under 23 USC 125 which do not substantially change the design of the facility and which are initiated during or immediately after the occurrence of a declared national disaster

The above list is only a partial tool to help in your assessment. As an applicant, it is your responsibility to identify and provide all necessary local permits and NEPA materials that may be required of your project. Feel free to contact your CDOT Region Planning and Environmental Manager (RPEM) for initial environmental scoping, guidance, or support for any projects you might be considering.

CDOT Categorical Exclusion form

More information can be found in the CDOT [Categorical Exclusions \(CatEx\) Chapter](#) of the NEPA Manual.

Resource E: Sample Problems and Corrective Tasks

Once you have gathered information and data to identify and prioritize the issues around the school that are hindering students from walking and biking to and from school safely, consider a comprehensive approach including things like education, encouragement, engineering, equity, engagement, and evaluation with your key stakeholder groups and develop an action plan. Here are a few sample problems with some corrective action ideas.

AUDIENCE: PROBLEM:	PARENTS	CHILDREN	SCHOOL STAFF	NEIGHBO RS	LOCAL TRAFFIC	PARTNERSHI PS & OTHER
Walking & Biking Knowledge	1) Open house- provide information (start of school) 2) Send brochures home	1) School assemblies – invite police, fire, health care 2) Classroom instruction (in-person, video)	1) Staff training and/or certification 2) Make curriculum available	1) Yard signs or banners 2) Letters to neighbors	1) Pace car program 2) Trailer signs with messages	1) Injury prevention professionals 2) School transportation dept.
Walking & Biking Skills	1) Send home tip sheets 2) Offer a bike helmet promotion	1) Introduce bike & ped training in PE classes 2) Conduct bike rodeos 3) Develop after school bike clubs	1) Train-the-trainer program for PE teachers			1) Bike advocacy groups 2) Walking advocacy groups
Traffic Speed	1) Pace car program 2) Communication 3) Traffic education			Yard signs – slow down	1) Trailer signs with messages	Law enforcement
Unlawful Driving	Communicate laws, rules, and regulations – public streets and on school property		1) Staff outside at drop off & pick up times 2) Trained crossing guards		1) Press releases & PSAs	Law enforcement
Traffic Congestion Around School	Promote everything other than driving alone (walk, wheel, bus, carpool)	1) Teach students about health benefits of not arriving alone 2) Develop reward system	1) Provide staff with support 2) Classroom competition or school-wide competition	Communicate with neighbors		1) Proper school siting 2) School transportation department 3) Local traffic engineers
Missing sidewalks, crosswalks, or other facilities	1) Provide map of preferred or alternate SRTS route if available 2) Conduct walking audit	Educate them about roads w/o sidewalks, etc.		Include neighbors in planning	1) Inform local traffic of peds & bikes	1) Develop short and long term action plan 2) Public works dept
Bullying & Crime	1) Start Walking School Bus or Bike Trains 2) Work with PTA 3) Align with school's anti-bullying initiative	1) Teach to walk with parents, or if older, with buddies 2) Teach them to report issues immediately and to whom	1) Work with Safe2Tell program 2) Address issues immediately	Work with Neighbors and Watch groups		1) PTA/PTO 2) Homeowners groups 3) Others working on neighborhood & school crime and bullying

Resource F: Safe Routes to School and COVID-19

Colorado Safe Routes to School is steadfast in our commitment to support Safe Routes to School programs, advocates, and practitioners as we adapt to life during the COVID-19 pandemic. This is a time requiring the utmost in flexibility and creativity as we all explore and modify different ways of engaging youth and families through evolving times. While you may not currently be able to work directly with students in schools, meet with decision makers in-person, or organize community events, there is much to be done to continue building on Safe Routes to School momentum. Here are some of our favorite crowdsourced suggestions as well as many helpful resources for staying focused on Safe Routes to School through these unusual times.

EDUCATION AND ENCOURAGEMENT

- For schools where distance learning is happening, reach out to the school principal and physical education teachers to see how pedestrian and bicycle safety and other curricula you have been using in person can be incorporated into plans.
- Encourage kids and their families to keep moving from home! Use social media to hold contests or competitions that can be offered to all students regardless of their current education models. Ideas might include holding an online poster contest illustrating “your best ride” or “your best walk”, or encouraging families to track their own walks and bicycle rides, sharing distances and frequencies accomplished.
- Consider creating educational resources such as coloring and activity books that can be distributed to all students, whether in-person or online. Check out the great examples found on the Oregon Safe Routes to School Resources page at <https://oregonsaferoutes.org/resources/>; look under the Guides and Materials tabs. Minnesota Safe Routes to School has also put together a wonderful [distance learning web page](#) featuring fantastic walking and biking activity packs in English and Spanish.
- Consider working with your school to offer online learning classes students can access from anywhere. For inspiration, check out [a digital classroom for online learning from Iowa Safe Routes to School](#) through Google Classroom.
- For schools in session, the timing couldn’t be better nor more impactful to organize small group walking school buses and bicycle trains. [Saferoutesinfo.org](#) features a [Walking School Buses and Bicycle Trains](#) page that offers explanations, tips, and strategies. Be sure to talk to one another about how to exercise social distancing to everyone’s comfort when setting up networks.
- Take advantage of calmer streets when available to continue building pedestrian and bicycle safety skills with physical distancing measures in place. The Pedestrian Safety Journey at <http://www.pedbikeinfo.org/pedsaferjourney/> and The Bicycle Safety Journey at <http://www.pedbikeinfo.org/bicyclesaferjourney/> each include three videos—one for each of three age groups for youth 5-18 –and additional resources that can be used to expand pedestrian safety skills.
- In-school learning may include new approaches such as staggered pick-up and drop-off times, rotating schedules, and other options to limit contact. Take the opportunity to remind families to exercise caution and vigilance as everyone adjusts to different routines, slowing down and yielding for pedestrians at all times.

PLANNING AHEAD

- Research the schools in your region and gather data about income levels, food access, park locations, and crash rates – all information that will come in handy for prioritizing Safe Routes to School work and developing grant applications.
- Review existing curricula (yours or others) and make plans to incorporate them in to school lesson plans next year.
- Draft messages and materials in advance promoting walking and rolling for prospective events when you're ready to hold them.
- Review your school's wellness policy and other policies and see if they can be strengthened for walking and biking to school.
- Connect with local officials about potential options for improving safe routes to school as part of the solution to make both school busing and active transportation COVID-19 safe. Look together at possibilities such as reallocating driving lanes to extend sidewalks, closing streets in front of schools during drop-off hours, and adding markings every six feet to encourage social distancing on popular routes.

HELPFUL RESOURCES

- [Planning Considerations for Walking and Rolling to School in Fall 2020](#): This new resource from The National Center for Safe Routes to School and Pedestrian and Bicycle Information Center describes the benefits of including walking and biking to school and how it can be part of the solution for challenges facing school re-opening plans. This resources addresses four considerations to help guide schools and communities guide in their planning.
- [Back to School 2020, Recommendations for Safe Routes to School Programming](#): This guidebook from the Safe Routes National Partnership and the Back to School 2020 Working Group offers comprehensive guidance for Safe Routes to School and active transportation professionals, educators, and caregivers across the nation preparing for and resuming learning.
- As well as the manual above, the Safe Routes National Partnership has been putting together a series of blog posts addressing how to continue growing Safe Routes programs and support community during COVID-19. You can find links to the developing compilation at saferoutespartnership.org/safe-routes-school-covid19
- [Colorado Safe routes to School Webinars](#): Take this opportunity to watch and/or review our recent webinar series, presented by the Safe Routes Partnership and tailored to Colorado. Each provides valuable ideas, tools and resources for starting, building and sustaining Colorado Safe Routes to School programs. Webinar recordings can be found on our [Events/Other Learning Opportunities](#) page on our website, along with updates on new webinars we plan ahead.
- Alliance for a Healthier Generation Fitness Breaks encourages movement at <https://www.healthiergeneration.org/resources/physical-activity/fitness-breaks>, offering short and fun, kid-focused active videos with professional athletes
- [The Safe Routes Partnership](#) offers fabulous webinars which are recorded and posted on their website throughout the year. These webinars provide guidance on starting, building, and sustaining SRTS programs through a wide range of topics. Moreover, CSRTS recently offered a 5-part webinar series presented by the Safe Routes Partnership specific to Colorado. You can find

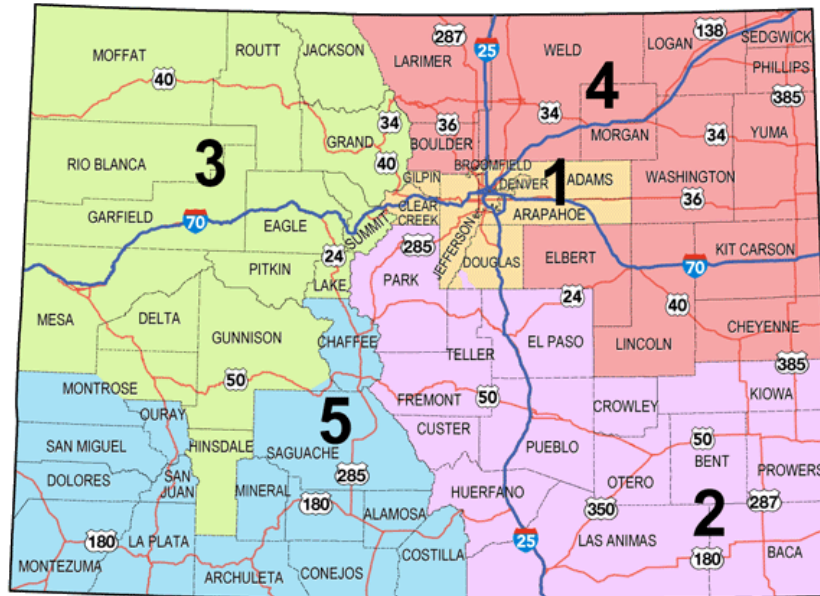
recordings of these webinars on our CSRTS website under the [Events and Learning Opportunities/Other Learning Opportunities tab](#).

- [Streets for Pandemic Response and Recovery](#) from NACTO (National Association of City Transportation Officials) and Global Designing Cities Initiative offers guidance on school street design specific to these unusual times

Addendum A: CDOT Regions Map and Contacts & Congressional District Link

CDOT Regions Map

Use this map to identify which Colorado Department of Transportation region your school district, city or county falls within. Indicate your Region on your Contact Information Sheet.



CDOT Planners and Local Agency Coordinators Contacts:

<u>CDOT Region 1</u> Planner: Danny Hermann 303.757.9946 danny.herrmann@state.co.us Local Agency Coordinator: Joy French 303.757.9528 joy.french@state.co.us	<u>CDOT Region 2</u> Planner: Wendy Pettit 719.546.5748 wendy.pettit@state.co.us Local Agency Coordinator: Lachelle Davis 719.562.5516 Lachelle.davis@state.co.us	<u>CDOT Region 3</u> Planner: Mark Rogers 970.683.6252 mark.rogers@state.co.us Local Agency Coordinator: Jason Huddle 970.812.6783 jason.huddle@state.co.us
<u>CDOT Region 4</u> Planner: Karen Schneiders 970.350.2172 karen.schneiders@state.co.us Local Agency Coordinator: Jake Schuch 970.350.2205 jake.schuch@state.co.us	<u>CDOT Region 4 – continued</u> Local Agency Coordinator: Katelyn Triggs 970.350.2160 katelyn.triggs@state.co.us	<u>CDOT Region 5</u> Planner: Matt Muraro 970.385.1433 matt.muraro@state.co.us Local Agency Coordinator: Robert Shanks 970.385.1416 robert.shanks@state.co.us

Congressional District Map

For more information on the boundaries for Congressional Districts, visit

<https://www.govtrack.us/congress/members/CO>

Addendum B: Sample Project Budget

SAMPLE COMPLETED BUDGET FOR INRASTRUCUTRE PROJECT

<u>Item</u>	<u>Quantity</u>	<u>Unit</u>	<u>Unit Price</u>	<u>Budget</u>
Project Design	1	LS	\$10,000	\$10,000
Project Construction – Pedestrian Signal Modifications				
Ped Heads & Push Buttons	6	Each	\$800	\$4,800
Wiring	1	LS	\$1,000	\$1,000
Striping (crosswalks, preformed plastic)	220	SF	\$12	\$2,400
Project Construction – Trail/Sidewalk – 6 blocks, 8' wide				
Clearing & Grubbing	1	LS	\$5,000	\$5,000
Excavation & Backfill	1	LS	\$30,000	\$30,000
Concrete & Base Course	1	LS	\$85,000	\$85,000
Erosion Control, Topsoil, Seeding	1	LS	\$25,000	\$25,000
Drainage	1	LS	\$ 8,000	\$ 8,000
Misc – Survey, Mobilization, Traffic Control, SRTS signage	1	LS	\$15,000	\$15,000
F/A Minor Contract Revisions	1	LS	\$10,000	\$10,000
Project Construction – Culvert				
Excavation & Backfill	1	LS	\$5,000	\$5,000
Concrete & Reinforcing	1	LS	\$15,000	\$15,000
Riprap	1	LS	\$2,000	\$2,000
Bicycle Racks & Installation for Middle Schools	5	Each	\$1,500	\$7,500
Required Outreach and Education				
New sidewalk/trail maps	1,200	Each	\$0.50	\$ 600
Handouts for Friday Folders	21,000 (20/student)	Each	\$0.10	\$2,100
Project Data Management/Reporting	6	Hours	\$50	\$300
Education Program Planning	10	Hours	\$50	\$500
Total Project Cost (but no greater than \$437,500)				\$240,660
Requested SRTS (80% of Total Project Cost but no greater than \$350,000)				\$192,528
Cash Match (20% of Total Project Cost)				\$48,132

Any overmatch to your project will not be reflected in your grant award.